

## **School Level Indicator**

### **Part One: Instructional Program/Learning System**

#### **Indicator 1.1**

##### **Indicator 1.1**

The school is implementing its comprehensive Reading First program and/or learning system including:

- Overall description of the program
- Identified strengths and weaknesses of the program, and
- Ways in which the strengths and weaknesses of the program have been addressed to affect student outcomes.

##### **What the State grant says –**

Kentucky Reading First sites must select a comprehensive reading program or combination of programs that includes supplementary and intervention programs in order to ensure that all students are reading at or above grade level by the end of the primary (third grade). A comprehensive reading program must provide:

- Evidence of scientifically based reading research.
- Instructional strategies in reading that will enable students to be proficient readers.
- Instructional programs and aligned materials that include explicit and systematic instruction in the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and comprehension).
- A clear plan for monitoring student progress, including an intensive assistance reading plan for those reading below grade level.
- A supplementary and intervention program that is connected to the core reading system.
- Professional development aligned to the reading program.

##### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First programs are required to implement scientifically based reading programs and materials. Core, supplemental, and intervention programs and materials must be grounded in the five essential components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension), as outlined in the Reading First legislation and recommendation from the National Reading Panel Report (2000). Research supports that core programs will not address the needs of all students therefore; Kentucky Reading First sites should continue to identify strengths and weaknesses of programs. Kentucky Reading First sites should maintain a clear understanding of a program's strengths and weaknesses and use this information to supplement or reevaluate a program's effectiveness to get the greatest gains in student reading performance.

A comprehensive reading program in Kentucky includes a plan for monitoring student progress, including the use of intensive assistance reading plans for the most struggling students. In addition, a comprehensive program includes a strong professional

development component to ensure all teachers and stakeholders understand the appropriate ways to implement all core, supplemental, and intervention program materials for their intended purposes.

**Reflective Questions:**

- Have we implemented a core program/learning system that is based on scientific research? Have we augmented the core for weakness? What evidence do we have of this?
- Do we have supplemental and intervention program(s) in place that is based on scientific research, for students needing additional reading instruction and support? Is there evidence that these programs are aligned to the core program?
- Do we have example lesson plans at various levels that demonstrate that we are teaching in ways that are consistent with SBRR principles and strategies? Are these documents on file?
- Are there minutes from literacy team meetings, which indicate that there is continued conversation about the effectiveness of the core, supplemental, and intervention program(s) to ensure student success?
- Have we used data to write intensive assistance reading plans for our most struggling students? What evidence do you have of this?
- Do we have evidence that shows we have had adequate training/professional development in the core, supplemental, and intervention programs? Are we implementing the programs as designed? What evidence do we have to support this?

## **School Level Indicator**

### **Part One: Instructional Program/Learning System**

### **Indicator 1.2**

#### **Indicator 1.2**

The school regularly monitors the effectiveness of the core program, ensuring that the Core has been appropriately augmented for alignment with SBRR and to address program weaknesses.

#### **What the State grant says –**

The five essential components (Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension) for effective reading instruction will drive the instructional and curriculum decisions. Reading First Schools will be responsible for demonstrating how the components are met in their Core reading program.

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First sites are required to monitor continuously to insure that the Core program is grounded in the five essential components of scientifically based reading research (SBRR). If weaknesses are found in any of the components, the school must augment the program with materials to strengthen that component.

#### **Reflective Questions:**

- Have we implemented a Core program/learning system that is based on scientific research? Have we augmented the Core for weakness? What evidence do we have of this?
- Do we have examples of lesson plans at each grade level that demonstrate that we are teaching in ways that focus on the essential components? Are these documents on file?
- Are there minutes from literacy team meetings, which indicate that there are, continued conversations about the effectiveness of the Core and the inclusion of all five essential components?
- Are there minutes from SBDM meetings, which indicate that the five essential components of SBRR are used to drive instructional, and curriculum decisions?

## **School Level Indicator**

### **Part One: Instructional Program/Learning System**

#### **Indicator 1.3**

#### **Indicator 1.3**

The school's comprehensive Reading First program and/or learning system includes:

- Explicit and systematic instruction in the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, fluency and comprehension)
- A systematic and intentional instructional sequence built around the essential components of reading instruction,
- Coordination and alignment to other programs having a literacy component, including family literacy initiatives, and
- Instructional strategies in reading that will enable students to be proficient readers.

#### **What the State grant says –**

Successful implementation of Reading First in Kentucky will require a consistent and intentional focus on scientifically based reading research in all state and local Reading First activities. (page 13)

A comprehensive reading program must provide (page 24):

- Evidence of scientifically based reading research
- Instructional strategies in reading that will enable students to be proficient readers.
- Instructional programs and aligned materials that include explicit and systematic instruction in the five essential components of effective reading instruction (phonemic awareness, phonics, vocabulary development, fluency and comprehension).

#### **What this means for Kentucky Reading First Programs:**

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies that address students' specific strengths and weaknesses, coordinated instructional sequences, ample practice opportunities, aligned student materials, and may include the use of targeted, scientifically based instructional strategies as appropriate. All programs within the school and district having a literacy component should be coordinated and aligned to achieve maximum results.

#### **Reflective Questions:**

- Are the 5 components taught explicitly and systematically in every K-3 classroom? Is this monitored? Who is responsible for monitoring?

- Do teachers follow the instructional sequence as outlined in their core program? Is this monitored? Who is responsible for monitoring?
- Does the Comprehensive School Improvement Plan reflect the coordination and alignment of the Reading First program to other programs having a literacy component?
- What are some examples of instructional strategies in each component that teacher use to enable students to become proficient readers?
- What data analysis occurs to evaluate the effectiveness of the school's comprehensive Reading First program and/or learning system?

## **School Level Indicator**

### **Part One: Instructional Program/Learning System**

#### **Indicator 1.4**

#### **Indicator 1.4**

The school's comprehensive Reading First programs and/or learning system provides ninety minutes (90) of instruction in reading.

#### **What the State grant says –**

The ultimate goal of all Reading First activities is to provide the greatest impact on teaching and learning at the classroom level. All Kentucky Reading First Schools will ensure that all instructional practices are consistent with scientifically based reading research by exhibiting key characteristics. A stated key characteristic of a supportive environment in the Reading First classroom is a protected ninety minutes set aside for effective reading instruction.

#### **What this means for Kentucky Reading First Programs:**

All Reading First schools are required to implement an uninterrupted (90) minute literacy block. Scheduling for the Reading First program/learning system is top priority within the school and is protected daily. Documentation to reflect the uninterrupted literacy block should be collected in the form of master schedules and class schedules.

#### **Reflective Questions:**

- Are we providing a minimum of 90 minutes of uninterrupted, daily classroom instruction in reading?
- Do we have documentation to reflect the master schedule and individual classroom schedules? Are the schedules regularly monitored to ensure that the literacy block is protected? Who is responsible for monitoring?
- Do we employ an alternative plan to guarantee 90 minutes of uninterrupted instruction on days that scheduling changes occur (e.g. morning assemblies, early release days, etc.)?
- What are some examples of instructional strategies in each component that teacher use to enable students to become proficient readers?

**School Level Indicator**  
**Part One: Instructional Program/Learning System**  
**Indicator 1.5**

**Indicator 1.5**

The school's comprehensive Reading First program and/or learning system incorporates a writing component that supports Kentucky writing goals and standards.

**What the State grant says –**

Due to the strong emphasis on student writing in the Kentucky accountability system, and the research that supports the reading/writing connection, Reading First grant recipients will be required to include a writing component.

**What this means for Kentucky Reading First Programs:**

All Kentucky Reading First sites are required to have a writing component in their Reading First grant. This should be evidenced throughout the primary via classroom observations, student work displayed on walls, classroom schedules, and lesson plans.

**Reflective Questions:**

- Have we implemented the primary writing component as it is written in our grant? What evidence do we have of this?
- Do we have example lesson plans at various levels to demonstrate that we are incorporating a writing component in all Reading First classrooms? Does student work reflect the writing component?
- Are there minutes from literacy team meetings, which indicate that there is continued conversation around the effectiveness of the writing component?

## **School Level Indicator**

### **Part One: Instructional Program/Learning System**

#### **Indicator 1.6**

##### **Indicator 1.6**

The school's comprehensive Reading First program and/or learning system includes:

- supplementary strategies/programs that are connected to the core reading program
- intervention strategies/programs that are connected to the core reading program
- intensive assistance reading plan for those reading below grade level

##### **What the State grant says –**

Kentucky Reading First sites must select a comprehensive reading program or combination of programs that includes supplementary and intervention programs to ensure that all students are reading at or above grade level by the end of primary (third grade). LEAs must carefully evaluate, select, and implement supplemental and intervention materials that compliment the comprehensive reading program.

Supplementary and intervention programs and materials chosen must align to scientifically based reading research. In addition to the use of scientifically research based supplementary and intervention instruction, intensive assistance reading plans will be designed specifically for students not meeting state language arts benchmarks, and the K-3 reading accomplishments of Reading First. These plans will require Reading First schools to document how instruction will be individualized to meet the needs of all struggling readers including limited English proficient students and students who may be at risk for being inappropriately for special education services.

##### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First schools are required to implement scientifically research based supplementary and intervention programs that are aligned to their chosen core reading program. Deficiencies in core programs should be enhanced by the use of aligned supplementary materials. Students whose instructional needs are not being addressed solely by the core reading program, should receive supplementary and intervention instruction as needed.

Schools should also have on file Individualized Assistance Reading Plans for students who are determined as not making adequate progress after receiving approximately 16 weeks of the three tiers of reading instruction. Plans should contain an individualized instructional plan and specific literacy goals for those students.



**Reflective Questions:**

- Are supplemental strategies, activities and materials being used during the 90 minute core reading block to enhance core program deficiencies?
- Is there a scientifically research based supplemental program, that is aligned to the core program, in place?
- Are students, whose needs are not being met solely with core instruction, receiving supplemental instruction, which is aligned to core program instruction, daily?
- Is there a scientifically research based intervention program, that is aligned to the core program, in place?
- Are students, whose needs are not being met by core and supplemental instruction receiving intensive intervention instruction daily, and is the intervention instruction aligned to core instruction?
- Have Intensive Assistance Reading Plans been written for students not making adequate progress, after sixteen weeks of the three tiers of reading instruction?
- Do the Intensive Assistance Reading Plans contain individualized goals and individualized, prescriptive instructional plans?
- Are students with Intensive Assistance Reading Plans being monitored frequently, carefully, and closely?
- Are intensive Assistance Reading Plans being reviewed and adjusted as needed on a regular basis?

## **School Level Indicator**

### **Part Two: Instructional Assessment**

#### **Indicator 2.1**

#### **Indicator 2.1**

The school's selected assessments are embedded into the overall assessment framework and they have identified how and who will administer the assessments.

#### **What the State grant says –**

Kentucky's Reading First Plan requires the use of screening, diagnostic, progress monitoring, and outcome instruments. Screening and diagnosis will be conducted at the beginning of the year. For new students, diagnostics testing will occur in the first week of their enrollment. Progress is to be monitored during the year and outcome measures will take place at the end of the year. Each Reading First School will develop a timeline for assessing primary students (K-3), outlining when assessments will occur. The following assessments will be used:

- Group Reading Assessment and Diagnostic Evaluation (GRADE) will be used as a screening/diagnostic and outcome assessment measure. It will address reading readiness (phonemic awareness and phonics), vocabulary, comprehension, and oral language.
- Dynamic Indicators of Basic Early Literacy Skills (DIEBELS) will serve as a screening, progress monitoring, and outcome assessment. It is a tool for assessing phonemic awareness, phonics, and fluency.
- Terra Nova will be used as a summative evaluation at the end of the primary years (grade 3). It assesses phonemic awareness, phonics and other word recognition strategies, vocabulary, and comprehension.

#### **What this means for Kentucky Reading First Programs:**

A high quality, effective comprehensive reading program/learning system must include rigorous assessments with proven validity and reliability. These assessments must measure progress in the five essential components of reading instruction and identify students who may be at risk for reading failure or who are already experiencing reading difficulty. The administration of screening assessments determines which children are at risk for reading difficulty and need additional support. Diagnostic assessments provide more in-depth information on students' skills and instructional needs that forms the basis of the ideal instructional plan. Classroom-based instructional assessments determine whether students are making adequate progress or need more support to achieve grade-level reading outcomes.

**Reflective Questions:**

- Have we designed a timeline that embeds the required reading first assessments into the overall assessment framework of the school? Do we have a master schedule showing this timeline?
- Is there evidence of ongoing classroom-based instructional reading assessments included in every unit and/or lesson plans? Are these plans regularly monitored? Whose responsibility is it to monitor them?
- Have we identified positions and/or personnel responsible for each component of the assessment plan? Are these identification and responsibilities in writing and on file? What evidence do we have of communicate this to all staff?
- What is the School Coach's role in meeting the Reading First assessment requirements? Are the specific responsibilities clearly communicated? What evidence do we have of this?
- What is the teacher's role in meeting the Reading First assessment requirements? Are the specific responsibilities clearly communicated? What evidence do we have of this?
- What evidence do we have that the assessment plan has been implemented? Do we have documentation items such as schedules, notices, and checklists?
- Have we established s system for maintaining assessment materials, including, but not limited to, inventorying, ordering, distributing, collecting, and storing?

## **School Level Indicator**

### **Part Two: Instructional Assessment**

#### **Indicator 2.2**

#### **Indicator 2.2**

The school uses information from the assessment(s) to make instructional decisions for primary aged students and to inform decisions about appropriate interventions.

#### **What the State grant says –**

Kentucky Reading First classrooms will use assessments that screen, diagnose, and monitor ongoing reading progress. These assessments will be used to support learning and inform instruction in the essential components of scientifically based reading instruction: phonemic awareness, phonics, vocabulary development, fluency, and comprehension. To eliminate early reading difficulties, early diagnosis and intervention must be a priority. As an end result, students will receive appropriate instruction leading to reading success.

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First programs are required to design appropriate instruction based on the results of each component of the assessment program. Due to the scope of the assessment program, it is imperative that schools develop and implement a plan for using that information to inform instruction. The plan should include how to determine whether students are making adequate progress or need more support to achieve grade-level reading outcomes. Results of data analysis provide the framework for developing appropriate interventions for students who need additional support.

#### **Reflective Questions:**

- What evidence do we have that instructional decisions are based on assessment data? Do lesson plans reflect analysis of assessment results? Do lesson plans reflect the variety of instructional needs?
- Do we have a plan in place to disseminate data to teacher and other stakeholders? Is this a written plan? Is there evidence that the plan was implemented?
- Do we use data to determine professional development needs? What follow-up do we provide? How do we monitor professional growth as a result of data-driven professional development?
- Have we used data to write intensive assistance reading plans for our most struggling students? What evidence do we have of this?

## **School Level Indicator**

### **Part Two: Instructional Assessment**

#### **Indicator 2.3**

#### **Indicator 2.3**

The school has provisions for:

- analyzing data
- monitoring student progress
- system of dissemination of student data and progress

#### **What the State grant says –**

The Kentucky Board of Education regulation requires continuous assessment for all primary students enrolled in Kentucky's mandatory ungraded primary program. Kentucky Reading First classrooms will use assessments that screen, diagnose, and **monitor ongoing reading progress**. These assessments will be used to support learning and inform instruction in the essential components of scientifically based reading instruction. The KDE Reading Coaches will provide technical assistance in interpreting and analyzing assessment data to all District and School Reading Coaches. School Reading Coaches will be required to provide similar training for all Reading First classroom teachers and assist teachers in making changes and adjusting instructional decisions according to test results. Progress is to be monitored throughout the year for struggling students.

#### **What this means for Kentucky Reading First Programs:**

Kentucky Reading First Schools, upon the completion of Benchmark as well as progress monitoring assessments, will conduct whole staff, grade level groups, and individualized in-depth data analysis sessions in which, instructional decisions are made for individual students, groups of students, or entire classes. Assessment results should be used to drive instruction. Students falling below benchmark scores or failing to achieve "on-level" assessment scores should receive progress monitoring assessments 2-4 times monthly. Schools should have in place a system and schedule for disseminating assessment and progress monitoring results to the various Reading First stakeholders in a timely manner.

#### **Reflective Questions:**

- Have data analysis professional development sessions been conducted for all primary staff members?
- Have data analysis sessions been conducted with/by all primary staff members on a regular basis?
- How have data analysis session results been used to drive instruction, including whole group instruction, instruction for small flexible groups, and individual students?
- How often are supplemental students receiving progress monitoring assessments?
- How often are intervention students receiving progress monitoring assessments?

- How are progress monitoring assessment results being used to drive instruction for struggling students?
- To what stakeholders and how often have benchmark and progress monitoring assessment results been disseminated?

## **School Level Indicator**

### **Part Three: Professional Development**

#### **Indicator 3.1**

#### **Indicator 3.1**

The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:

- all professional development activities adhere to the KDE Standards of Professional Development (specifically time for study, practice, implementation, and evaluation),
- the professional development activities are designed to create an intentional, systematic, comprehensive framework to build and strengthen capacity,

#### **What the State grant says –**

Challenging our teachers to ensure that every child is reading at or above grade level by the end of the primary grades (grade 3), through the use of scientifically based reading research and programs, means that professional development must be integral in changing and improving teacher knowledge and practice.

KDE will require funded LEAs to submit a professional development plan. This plan must include an intense focus on scientifically based reading research that builds upon ongoing state professional development and technical assistance. Each plan will include:

- I. Non-negotiables
- II. Required content
- III. Plan Details- All professional development plans must demonstrate a commitment to a six-year process for the delivery of this intensive professional development to be evaluated twice a year. The LEAs must include
  - Assurances that the district and school level reading coaches will attend all KDE Reading First related professional development activities.
  - Time for school level reading coaches to attend specialized training in the content outlined above to guarantee a high level of expertise in scientifically based reading research.
  - A professional development schedule, which includes time in and out of the classroom for training.
  - Targeted professional development for teachers who need additional assistance with skills and strategies.
  - Evidence of ongoing support for teachers for time for study, practice, implementation, and evaluation.
  - An annual process for orienting new teachers in scientifically based reading research and programs, a schedule and explanation of professional development opportunities targeting school-based administrators and instructional leaders. (pages 29-30)

**What this means for Kentucky Reading First Programs:**

Reading First schools will follow a well-designed professional development plan that adheres to high quality professional development standards (job embedded, geared to the needs of stakeholders, collaboratively planned, etc.). The Reading First PD plan includes a variety of activities that are based on teacher needs and student data. These activities are designed to provide all primary teachers the opportunity to increase their knowledge and expertise in teaching the elements of reading.

**Reflective Questions:**

- Is there a professional development timeline that reflects how the professional development activities adhere to the KDE Standards of Professional Development (time for study, practice, implementation and evaluation)?
- Does the professional development timeline reflect a variety of stakeholders involved in professional development planning, presentation, or implementation in order to build and strengthen capacity?
- Is there evidence that all stakeholders (teachers, administrators, parents, staff) are included in professional development activities(sign-in sheets, agendas showing diverse presenters, etc.)?
- Is there evidence that the delivery of professional development has been evaluated twice per year?



## **School Level Indicator**

### **Part Three: Professional Development**

#### **Indicator 3.2**

#### **Indicator 3.2**

The Reading First professional development (PD) is an integral part of the school-wide PD plan and there is evidence that:

- the PD activities support scientifically based research in reading instruction, programs, and materials,
- the PD activities address the five essential components of reading
  - phonemic awareness
  - phonics
  - vocabulary development
  - fluency
  - comprehension,

the PD schedule is updated and reflects a minimum of 80 hours of Reading First professional development per year.

#### **What the State grant says –**

District/school professional development opportunities must be consistent with the scientifically based reading research. The content will:

- address the five essential components for reading instruction (phonemic awareness, phonics, vocabulary development, fluency, and comprehension).
- be based on scientifically based instructional materials, programs, and strategies.

Research shows that for teachers to develop real expertise in reading instruction and assessment, they need at least 80 to 100 hours of professional development in study, collaboration, observation of master teachers, and research (Learning First Alliance, 2000). (page 29)

#### **What this means for Kentucky Reading First programs:**

Professional development opportunities should be provided throughout the school year that focus on the five essential components of reading. These opportunities may include book studies, research reviews, and observations of master teachers. There should also be opportunities for teachers to reflect on their teaching, the implementation of chosen programs, and modification of instructional practices based on these reflections. The School Coach is responsible for monitoring the 80 hours of professional development obtained by each teacher.

#### **Reflective Questions:**

- Is there a PD timeline that reflects at least 80 hours of PD activities?
- Is there evidence that PD activities are linked to the five essential components and SBRR(needs assessment data, PD planned using National Reading Panel etc..)?
- Is there evidence that teachers have completed at least 80 hours of PD?

## **School Level Indicator**

### **Part Three: Professional Development**

#### **Indicator 3.3**

#### **Indicator 3.3**

The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:

- PD activities address the use of valid and reliable reading assessments for screening, diagnosis, and classroom-based monitoring to guide instructional decisions,
- PD activities focus on improving reading achievement and accelerating reading performance.

#### **What the State grant says –**

District and school based professional development opportunities will need to be outlined for all K-3 teachers and K-12 special education teachers. District/school professional development opportunities must be consistent with the scientifically based reading research. The content will

- Include valid and reliable reading assessments for screening, diagnosis, and classroom based monitoring.

#### **What this means for Kentucky Reading First Programs:**

All Reading First schools will provide initial professional development in the administration of each of the identified assessments. Professional development throughout the school year will include opportunities for teachers to analyze data, utilize data to create instructional groups, and modify instruction based on assessment results.

#### **Reflective Questions:**

- Is there evidence that PD was offered related to GRADE and DIBELS administration (PD timeline, evaluation forms, etc)?
- Is there evidence that PD was offered related to analysis of assessment data?
- Is there evidence of the name and position of person(s) conducting GRADE and DIBELS PD activities?
- Is there evidence that all K-3 teachers and K-12 special education teachers have attended the stated professional development related to assessments?

## **School Level Indicator**

### **Part Three: Professional Development**

#### **Indicator 3.4**

#### **Indicator 3.4**

The Reading First professional development is an integral part of the school-wide PD plan and there is evidence that:

- New teachers are orientated in scientifically based reading research, reading programs, materials, and assessment annually,
- PD activities are planned to support teachers needing additional assistance,
- PD activities are designed to include and address the needs of all primary teachers (K-3) and special education teachers (K-3).

#### **What the State grant says –**

District and school based professional development opportunities will need to be outline for all K-3 teacher and K-12 special education teachers. The LEAs must include:

- Targeted professional development for teachers who need additional assistance with skills and strategies
- An annual process for orientating new teachers in scientifically based reading research and programs and a schedule and explanation of professional development opportunities targeting school-based administrators and instructional leaders.

#### **What this means for Kentucky Reading First Programs:**

The school's Reading First Plan identifies professional development opportunities for all K-3 teachers and special education teachers. This professional development should be varied to meet the needs of individual teachers, including new teachers and teachers needing additional assistance. Professional development options, to meet specific needs, may include modeling by the school coach; observations of highly effective teachers; visits to model sites; vides of previously provided professional development; study groups; access to professional library materials; and conferences specific to identified needs. Documentation of professional development should be maintained by the school coach and be available upon request to the evaluation team, KDE, and federal monitors.

#### **Reflective Questions:**

- Does the school's professional development plan include options for all K-3 teachers and special education teachers?
- Is there a plan for identifying teachers in need of additional assistance?
- Does the school's professional library contain resources that support learning about SBRR, the five essential components of reading instruction, effective classroom management, etc.? Are all teachers aware of the resources in the library and have they received information on the effective use of these materials?

- Is there a plan for orientating new teachers, preparing them to effectively implement the chosen program with fidelity and at a high quality?

## **School Level Indicator**

### **Part Three: Professional Development**

#### **Indicator 3.5**

#### **Indicator 3.5**

The school periodically evaluates the effectiveness of the Reading First professional development plan, and there is a process for adjusting professional development as needed.

#### **What the State grant says –**

All professional development plans must demonstrate a commitment to a six-year process for the delivery of intensive professional development to be evaluated twice a year.

The school plan will be evaluated, based on how well the plan addresses the non-negotiable, required content, and plan details in a consistent and systematic fashion. As part of the evaluation, the level of support, clarity, and commitment to successfully carry out Reading First professional development activities will be considered.

As part of the KDE continued support, every two years the school will work collaboratively with the KDE regional Coach and state Evaluation Team to evaluate the previous professional development plan, assess where their teachers are currently, and plan for future professional development. This will ensure the needs, changes, and/or adjustments are made as required.

#### **What this means for Kentucky Reading First Programs:**

Schools should have a clearly defined professional development plan, stating the topic, the time, and the provider for each session. There should also be a plan to determine the effectiveness of professional development. This plan should be available upon request.

Teacher surveys and session evaluation forms, student assessment data, and observation documentation should be used to determine the appropriateness of professional development options, as well as the effectiveness. Revisions to the plan should be documented through notations kept with the Reading First plan through formal revision to the grant when modifications are extensive.

The Reading First school coach provides follow-up to professional development and works with classroom teachers to maximize the impact of professional development. The School Coach and teachers document the extent to which professional development impacts instructional practice.

Teachers' Professional Development Growth Plan goals should be included in the data used to determine appropriate professional development options.

Vitas should be on file for all providers of Reading First professional development.

**Reflective Questions:**

- Is the school professional development plan comprehensive, providing adequate options to meet the needs of all teachers?
- What data was used to determine professional development options and to make decision about modifications to proposed activities?
- Are vitas on file for all professional development providers?
- Are feedback forms, from each professional development activity, on file at the school?
- Is there evidence that Teachers' Professional Development Growth Plans were included in the data used to determine appropriate professional growth options?

## **School Level Indicator**

### **Part Three: Professional Development**

#### **Indicator 3.6**

#### **Indicator 3.6**

The school Reading Coach will support and monitor professional development by collecting and analyzing data to include:

- Assessing participants' pre and post knowledge of content relating to SBRR, and
- Reflect on progress of school based professional development related to overall Reading first implementation.

#### **What the State grant says –**

To ensure a process of continued improvement, the professional development plan will be constantly monitored. Feedback will be provided to all stakeholder groups using a variety of means. Data to be collected and analyzed will include:

- Participants' pre and post knowledge of content relating to SBRR
- Reports completed and reported by District and School Reading Coaches on a quarterly basis
- Progress reports completed by School Reading Coach
- Feedback to all Reading First target groups (district leadership, principal, and teachers) by the Reading First Evaluation Team. This information will be used to constantly inform the design and implementation of Reading First professional development.

#### **What this means for Kentucky Reading First Programs:**

Reading First School Coaches should facilitate the completion and analysis of knowledge surveys, depicting teachers' understanding of SBRR and the five essential components. These surveys are used to help determine professional development needs of individual teachers, thus impacting the options included in the school's professional development plan. Surveys documenting teachers' understanding of content addressed should also be gathered at the end of the year and analyzed to determine the effect of professional development provided. Data analysis reports should be disseminated to district leadership, principal, and teachers.

**Reflective Questions:**

- Is there evidence of pre and post knowledge survey data for all Reading First teachers?
- How have instructional practices changed as a result of school based professional development? What documentation is there to support any changes made in instructional practices?
- Is there evidence that all teachers keep reflection journals in which they reflect on professional development activities and how these activities impacted their instructional practice? Does the evidence indicate how often these are reviewed?



## **School Level Indicator**

### **Part Four: Access to Print**

#### **Indicator 4.1**

#### **Indicator 4.1**

The school is promoting access to print materials for students and families by:

- forming partnerships with the public library
- funding and creating classroom libraries
- funding and planning summer activities
- creating a professional staff library, and ensuring materials are in digital format when appropriate (consistent with 704 KAR 3:455 *Instructional Material and Textbook Adoption*).

#### **What the State grant says:**

Kentucky Reading First schools must participate in a structured program that enhances literacy development, strengthens literacy at home and puts books into the hands of children being served by that school. The access to print program must provide:

- a partnership with the public library.
- a portion of their Reading First funds or a school/district match to build classroom libraries that are inclusive of all genres that are outlined in the Kentucky Core Content for Reading Assessment (subdomains) for independent reading practice.
- Library/Media Specialists in all Reading First professional development activities.
- a plan to promote access to print during the summer.
- a professional staff library in an accessible central location within the school.

Although this is not outlined in Kentucky's grant ensuring that student materials are in digital format when appropriate (consistent with 704 KAR 3:455 *Instructional Material and Textbook Adoption*). (page 32-33)

#### **What this means for Kentucky Reading First Programs:**

Reading First schools will form a partnership with their local public libraries in order to promote activities around literacy.

Reading First schools will spend a portion of their funds building primary classroom libraries that are inclusive of all genres.

Library/Media Specialists will be included in Reading First PD activities.

Reading First schools will develop a plan to promote student access to print during the summer.

Reading First schools will have extensive professional libraries and a process for staff to access those resources.

Reading First classrooms will have access to digital format materials, their level of accessibility and the technology necessary to make appropriate use of the materials.

**Reflective Questions:**

- Can we provide evidence of a well-developed partnership with the public library, including contact persons and a timeline of activities?
- Is there a budget that reflects expenditure of Reading First funds to build primary classroom libraries inclusive of all genres and an inventory of the types of materials included in all primary classroom libraries?
- Is there evidence of Reading First professional development provided for and attended by library/media specialists?
- Is there a timeline and a list of diverse activities to promote student access to print during the summer?
- Is there an extensive professional library, with a systematic process, for staff to access the resources within that library?
- Is there a list of available digitally formatted materials, their accessibility levels, and the technology to make use of those materials?

## **School Level Indicator**

### **Part Five: School Implementation**

#### **Indicator 5.1**

#### **Indicator 5.1**

The school provides the support and resources, including time needed, to implement and monitor its Kentucky Reading First program including:

- How the school reading team reviews and revises the Reading First plan periodically.
- How the school reading team shares information with the School Based Decision Making Council
- The process for sustaining the reading program beyond the funding period.

#### **What the State grant says –**

##### School Reading Coach

Each Kentucky Reading First school will name a full-time **School Reading First Coach** (paid with grant funds) who will

- participate in all school-level Kentucky Reading First professional development activities.
- attend monthly School Based Decision Making Council meetings to provide Kentucky Reading First updates to the decision making body.
- work collaboratively with the school administrator in data collection for program evaluation.
- collaborate with the School Reading/Literacy Team and the appropriate staff to develop intensive assistance reading plans for struggling students and to coordinate resources for these students.
- facilitate ongoing, job-embedded professional development.
- support a school environment that encourages and supports change.

The School Reading Coach will serve as the reading leader in the building. This person should demonstrate a high level of expertise in reading and working with adults to facilitate professional development opportunities.

##### School Reading/Literacy Teams

Each school level reading team will support the implementation of Reading First in the school. The School Reading Coach and an administrator are required to be active members of the School Reading/Literacy team. Any of following individuals may be considered for membership on the school reading team: one representative per age level represented in the primary program (grades K-3), the school media specialist (librarian), a special education representative, and a speech/language pathologist (if possible). The Reading Team will

- assist in the school level implementation of the Reading First program.
- participate in school level Kentucky Reading First professional development.
- create a school environment that encourages and supports change.

- collaborate with appropriate staff to develop intensive assistance reading plans for struggling students and coordinate resources for these students.
- assist in monitoring, evaluating, and analyzing of the school level reading progress in collaboration with the state Evaluation Team. meet on a regular basis to discuss and plan for Reading First implementation. (page 28)

### **What this means for Kentucky Reading First Programs:**

A Reading First school will follow the plan outlined in their grant, which describes the processes in place to oversee the implementation of the Reading First grant. Each grant should describe how the school reading team (RF Literacy Team) will monitor the implementation by reviewing various data sources to determine progress toward student achievement and instructional practice goals.

### **Reflective Questions:**

- Do the minutes from the school reading team (RF Literacy Team) minutes reflect monitoring of the school's Reading First plan? (i.e., review of various data sources, progress toward goals)
- Are there approved amendments to the school's Reading First plan?
- Do the minutes from the SBDM meetings reflect a report on the implementation of Reading First?
- Have the timeline and goals for all Reading First activities been met?
- Are partnerships with various agencies actively providing support and resources? (i.e., public library, KIFL)
- Is the plan being followed to build capacity to support Reading First activities beyond the funding period?

## **School Level Indicator**

### **Part Six: Family Literacy Involvement**

#### **Indicator 6.1**

#### **Indicator 6.1**

The school promotes family literacy involvement by:

- Explaining the Kentucky Reading First approach to parents
- Providing take-home activities to reinforce reading lesson in school

#### **What the State grant says –**

All Kentucky Reading First School are encouraged to include a family involvement component in their program to support children's reading gains. LEAs should include a plan for:

- Explaining the Kentucky Reading First approach to parents in school.
- Providing take-home activities to reinforce reading lesson in school.
- Addressing potentially low literacy levels of the parents in both informational materials and take-home activities.
- Referring parent to adult education or family literacy services (available in all Kentucky counties by July 1, 2003).
- Planning joint activities with adult of family literacy services in the community.
- Participating in professional development and training provided by the Kentucky Institute for Family Literacy in order to align family literacy activities.
- Collaborating with the Kentucky Institute for Family Literacy. (pg. 33)

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First schools are required to provide opportunities for parents to learn about Reading First instruction. The parent information must include information about what Scientifically Based Reading Instruction is and what SBRR practices look like in the primary classroom. All Kentucky Reading First Schools are required to send home materials that support the Scientifically Based Reading instruction that occurs in the primary classroom.

#### **Reflective Questions:**

- Have opportunities been provided for parents/guardians to learn about Kentucky's Reading First initiative? Is there evidence to reflect these opportunities?
- Are there examples of activities, materials, or handouts to evidence parent/guardian involvement?
- Have there been opportunities for parents/guardians to reflect on the programs, trainings, communications, etc. that have been provided by the Reading First staff? What is the evidence of this?

## **School Level Indicator**

### **Part Six: Family Literacy Involvement**

#### **Indicator 6.2**

#### **Indicator 6.2**

The school promotes family literacy involvement by:

- Addressing low literacy levels of parents in both informational materials and take-home activities
- Developing a plan to refer parent to adult education or family literacy services
- Planning joint activities with adult of family literacy services

#### **What the State grant says –**

All Kentucky Reading First School are encouraged to include a family involvement component in their program to support children's reading gains. LEAs should include a plan for:

- Explaining the Kentucky Reading First approach to parents in school.
- Providing take-home activities to reinforce reading lesson in school.
- Addressing potentially low literacy levels of the parents in both informational materials and take-home activities.
- Referring parent to adult education or family literacy services (available in all Kentucky counties by July 1, 2003).
- Planning joint activities with adult of family literacy services in the community.
- Participating in professional development and training provided by the Kentucky Institute for Family Literacy in order to align family literacy activities.
- Collaborating with the Kentucky Institute for Family Literacy. (pg. 33)

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First schools should adapt take-home newsletters and flyers to meet the needs of low-literacy levels that may or may not be apparent in their building. All materials that are sent home for families to collaborate on should be accessible to families with low levels of literacy skills. All RF schools should have a plan in place to refer families to adult education programs or other family literacy projects. All RF schools should have a collaborative program set up between the school and the local adult education programs as well as the local family literacy programs.

#### **Reflective Questions:**

- Is there evidence that informational and take-home activities have been adapted for low-literacy parents/guardians?
- Are there samples of newsletters or flyers that are specially geared towards low-literacy levels of family members?
- Is there a documented plan in place to refer families to adult education programs? Family Literacy programs?
- Is there evidence of any referrals that have been made to involve families in adult education programs?

- Is there evidence of evaluation of take-home materials and communications to insure that they meet the literacy levels of parents/guardians?

## **School Level Indicator**

### **Part Six: Family Literacy Involvement**

#### **Indicator 6.3**

#### **Indicator 6.3**

The school promotes family literacy involvement by:

- participating in PD and training provided by the KY Institute for Family Literacy in order to align family literacy activities, and
- collaborating with the KY Institute for Family Literacy.

**What the State grant says:**

All Kentucky Reading First Schools are encouraged to include a family involvement component in their program to support children's reading gains. LEAs should include a plan for:

- explaining the Kentucky Reading First approach to parents in the school.
- providing take-home activities to reinforce reading lessons in school.
- addressing potentially low literacy levels of the parents in both informational materials and take-home activities.
- referring parents to adult education or family literacy services (available in all Kentucky counties July 1, 2003).
- planning joint activities with adult or family literacy services in the community.
- participating in professional development and training provided by the Kentucky Institute for Family Literacy in order to align family literacy activities.
- collaborating with the Kentucky Institute for Family Literacy.(page 32-33)

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First schools will send a representative to professional development and training hosted by the KY Institute for Family Literacy. All Reading First schools will have a representative that collaborates with the KY Institute for Family Literacy in order to promote family literacy involvement within each school.

#### **Reflective Questions:**

- What evidence can we provide that our teachers have attended professional development sponsored by the KY Institute for Family Literacy?
- Can we provide evidence that resources (e.g. pamphlets, newsletters, website) from the KY Institute for Family Literacy have been used to promote family literacy involvement?



## **School Level Indicator**

### **Part Seven: Evaluation of School Plan**

#### **Indicator 7.1**

#### **Indicator 7.1**

The school has a comprehensive evaluation plan that:

- identifies the variety of data to be collected and names the person designated to collect the data
- has measurable objectives for instructional practice and student achievement in the 5 essential components of reading, and
- includes specific and measurable benchmarks.

#### **What the State grant says:**

The school must indicate how it will assess the effectiveness of the program implementation as well as the extent to which the program outcomes have been met. Information collected by the school will be used to plan for school improvement and inform ongoing professional development, curriculum decisions, and support at the school level.

The school will collect, analyze and compile data that addresses the following research questions:

- How have students benefited from Kentucky Reading First?
  - Is there evidence that overall school achievement results in reading have changed as a result of Kentucky Reading First?
  - How has the reading achievement of individual students changed as a result of being involved in Kentucky Reading First?
  - What are the scientifically based reading research models or reading programs selected by the school and what is the effectiveness of these programs/models as measured by early literacy assessment instruments?
  - How has the Kentucky Reading First school successfully narrowed the reading achievement results for subgroup populations – low income, major racial/ethnic groups, LEP, and special education K-3?
  - Has the school successfully increased the number of students reading at grade level or higher when the results are disaggregated by low-income, major racial/ethnic groups, English language learners, and special education?
  - What factors have contributed to this change?
  - What instructional materials and reading programs are implemented in the school?
  - What do the major stakeholders (administrators, teachers, parents, students) regard as being significant change factors in literacy practices in the school?
- (page 31)

#### **What this means for Kentucky Reading First Programs:**

All Kentucky Reading First schools will evaluate their implementation of Reading First. The school coach, along with the Reading First Literacy Team, will identify objectives for student achievement and instructional practice. A variety of data sources will be

utilized to determine progress toward these objectives, to inform professional development and make curriculum decisions.

**Reflective Questions:**

- What is the name and qualifications of the person designated to collect data?
- What types of data can be collected, formal and informal, to determine effectiveness of the Reading First program?
- Is there evidence that data is collected from all student subgroups?
- Is there evidence of measurable goals and benchmarks for student achievement and instructional practice?
- Is there evidence that these goals and benchmarks have been monitored?
- How has the data been shared with all stakeholder groups (school council records, principal's meeting agendas, etc.)?
- Has the school plan been modified?

## **School Level Indicator**

### **Part Eight: School Budget**

#### **Indicator 8.1**

#### **Indicator 8.1**

The school's fiscal resources have been used to:

- Support implementation of the plan
- Direct and conduct proposed activities
- Fund activities and/or programs in coordination with other federal, state, and local programs and resources.

#### **What the State grant says –**

The Kentucky Reading First program will be managed in the Office of Academic and Professional Development, which currently administer preschool and primary programs, Evan Start, and the Early Reading Incentive Grants. Two Frankfort-based staff will devote 100% of their time to Kentucky Reading First and Early Reading implementation. Ten Kentucky Reading First Coaches will be hire by KDE to facilitate regional technical assistance and professional development and insure program monitoring, evaluation, and accountability.

Kentucky will use Reading First funding to successfully carry out the state's plan. The following budget overview shows how the funding will be allocated.

#### Grants- \$10,993,997

Grants of approximately \$170,000 per school per year to include:

- Approximately \$50,000 for salary per reading coach
- \$1,500 to support the statewide evaluation
- \$33,500 for teacher stipends, materials, books, etc.
- The balance for implementation costs of selected reading programs- (pg. 54)

#### **What this means for Kentucky Reading First Programs:**

Each Reading First School should have a process for determining the needs of their students and analyzing their purchases against those needs. The CSIP for each Reading First School should reflect the budget needs of Reading First and should be aligned with the budget requirement of Reading First.

#### **Reflective Questions:**

- Does the school have a list of non-negotiables that were funded with RF funds and the dates of purchases?
- Does the school have an accurate budget reflecting funds spent up to date and funds remaining?
- Does the school have a rationale for the funds spent and how it has addressed student needs?

